

Educators & The Judiciary History Center Website

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Abstract: The King Kamehameha V Judiciary History Center (the Center) was designed to help the Hawai‘i State Judiciary in its efforts to promote civic education for the public. The Center recognizes that field trips are an important part of learning that can deepen and enhance classroom study of civics-related matters. Through school tours of the Hawai‘i State Supreme Court and First Circuit Court, the Center seeks to help the Judiciary fulfill its mission. The Center also provides classroom educational resources for teachers in the state, as well as professional development opportunities for Social Studies educators to promote civic engagement. A primary way that educators are made aware of the Center’s efforts are through its website. The Centers website is also used by local people and tourist to find information on the historic building within which the Center is housed – Ali‘iōlani Hale. This usability study was conducted to improve the ease of use of the Center’s website for educators seeking to engage with the Hawaii State Judiciary. The data generated has helped in crafting a website design the is functional and aesthetically pleasing.

Statement of the Problem

Field trips are an important part of learning that can deepen and enhance classroom study. They provide students the opportunity to explore ideas and concepts in an authentic setting, engaging the cognitive, affective, and sometimes psychomotor domains of learning. The King Kamehameha V Judiciary History Center (the Center), was created by former Hawai‘i State Supreme Court Chief Justice William S. Richardson to provide such opportunities. We recognize that quality civics education extends beyond classroom walls. We want to make sure that our field trip programs effectively support student learning. We know that prior knowledge and interest of students impacts learning at the Center. We also know that educators facilitate the acquisition of said knowledge. We believe it is our responsibility to support educators in their endeavor to offer students engaging educational opportunities inside and outside of the classroom. We do this by offering a range of field trip programs, civic education resources, and educator professional development opportunities.

Regarding field trips, successful preparation on the part of the educator is critical for an effective learning experience. Educators have to interact with the Center well in advance of the actual field trip to the Center. This interaction usually takes the form a visit to the Center’s website, either initially or after a phone consultation with the Center regarding tour information. If educators are visiting the Center’s site to schedule a tour, they need

to know what types of tours are available for various age groups and what dates and times are available to tours.

In the classroom, teachers need content resources that engage critical thinking skills and promote student discourse. The Center also provides professional development opportunities for educators to strengthen their content knowledge and introduce or reinforce pedagogical practices that engage students effectively. The Center provides said resources for grades 2 – 12, and announcements and application opportunities on professional development on its website. These resources are free to educators. If educators are looking for resources for the classroom, they need to have a good idea of how resources are organized - by grade level, topic, or both.

We recognize that in today's world, the demands on educators' time make it necessary to minimize the amount of time spent on tasks secondary to student engagement. In its current iteration, the Center's website is not user-friendly for educators. Too many steps or clicks are needed to access information, or needed information is obscured in a page menu that is not effectively organized. This could result in teachers having to spend too much time navigating the site for vital information needed for field trips or classroom lesson plans and missed opportunities for professional development.

The purpose of this usability study was to evaluate the ease of use of the Center's redesigned website to ensure that user-friendly navigation components of educator resources have been incorporated. The goal was to increase the ease of use for public and private school educators (grades 2 - 12) in Hawai'i regarding field trip planning, exploration of educational resources, and professional development inquiries. When attributing communicative and interactive functions to a museum website, it is especially important to keep in mind the users and their need for easy interaction (Harms, I., & Schweibenz, W., 2001) Continued efforts to improve usability will have the net effect of increasing student engagement with civics content.

Literature Review

To develop the prototype of the Center's website design, I had to evaluate the live site according to factors that one should consider when determining the usefulness of a site. According to Yang, Linder, and Bolchini (2012), one method for doing this is known as Design-oriented Evaluation of Perceived website usability or DEEP. Using DEEP, website usability perception can be broken down into five dimensions: content, structure and information architecture, navigation, layout consistency, and visual guidance. To improve the Center's usefulness for educators and the general public, I had to address all of these dimensions. The first phase of the website redesign focuses on educators, so it was critical to consider their motivation for visiting the site. As museum users (who include for the Center in large part teachers and students) fluidly move between online and in-person engagement, museum educators will need to work closely with colleagues across the museum and users to ensure the two spheres are seamlessly integrated and aligned as a cohesive whole (Moore, C., 2015).

Within a constructivist framework, experiential learning in the form of field trips is a way in which teachers can incorporate specific content in the curriculum while providing a unique and challenging learning setting for students (Djonko-Moore, 2016). Especially within the realm of Social Studies for 2-12 educators, there is a need for more engaging civics education (CIRCLE Staff, 2017). There also exist a need for teacher professional development that enhances student outcomes (King, Fiona, 2014). Developing student knowledge is contingent upon teachers enhancing their capacities to engage in quality instructional practices (Darling-Hammond, 1999). For these reasons, the Center considers the inclusion of professional development opportunities for teachers within the content of the website of prime importance. Museum websites are one way that technology is used to facilitate the use of field trips and offer professional development opportunities for Social Studies educators. Despite the often-reported benefits of educational technology, educators often find it difficult to integrate these applications into typical school practices (Buzhardt, 2008). For this reason, when attributing communicative and interactive functions to a museum website, it is especially important to keep in mind the users and their needs for easy interaction (Harms and Schweibenz 2001). The user is the focus of this qualitative study. The purpose isn't to prove anything; it's to get insights that enable improvement of the website (Krug, S. 2010).

According to Cappel and Huang, a website that follows good usability practices allows users to accomplish their goals quickly and easily, promotes customer goodwill, and sends a positive message about the image and professionalism of the organization (Cappel, James J., & Huang, Zhenyu, 2015). Cappel and Huang also believe that with website usability there are many opportunities for website designers to get it wrong. Considering the multiple audiences that visit the Center's site, it is even more daunting to target one audience (educators) while not completely ignoring the needs of another (domestic and international tourists). For this reason, the process of changing the website design includes input from targeted audiences. The redesign has to be based on an explicit understanding of users, tasks, and environments, driven by user-centered evaluation while addressing the whole user experience (U. S. Department of Health and Human Services, 2017). Performing usability testing is a way to insure a user-centered design (Becker, D. A., & Yannotta, L., 2013). Understanding the users of the site helps in preparing to test usability – deciding what to test, choosing the tasks, writing scenarios, and recruiting participants (Krug, S., 2010).

Methodology

Undertaking a website redesign isn't an easy task. For the redesign to be successful, one has to consider the end user and their perceptions of the website's usability.

Research Questions/Goals. The primary questions answered through this study:

- 1) How did the redesign of the website affect the ease of use for educators seeking to schedule a tour of the Center or access available resources?
- 2) How did the redesign of the website effect educators' interest in professional development available through the Center?

Content Analysis. The King Kamehameha V Judiciary History Center website (www.jhchawaii.net) is being revised in phases to make it more user-friendly. The first of the revisions is the subject of this paper. It is focused on making navigation of content on the website for educators as easy and appealing as possible. The areas addressed relate to the scheduling of field trips, the use of the Center's resources in the development of lesson plans, and inquiries regarding available professional development for Social Studies educators and historic Ali'iōlani Hale. Through informal information gathered from educator comments on surveys and phone calls asking for assistance in booking tours or finding educational resources, it was determined that the website needed work to improve the ease of navigation. Before wireframing began, data was collected from Hotjar. With Hotjar polling enabled, visitors to the homepage were asked if they were able to find the information for which they were looking for. Nearly a quarter of respondents (22.6%) were unable to find relevant information.

The goal was to simplify the use of the website and minimize the amount of time necessary for educators to book tours, research content for lesson plans, and find information about professional development opportunities.

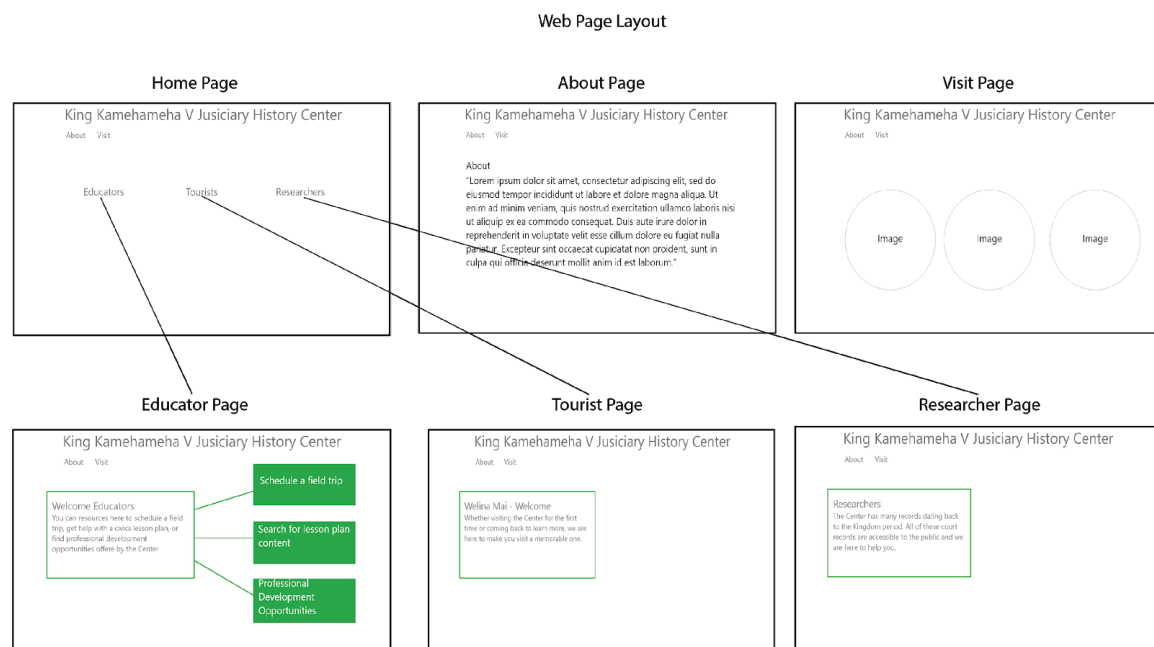


Figure 1. Wireframe for the Center's website redesign.

Participants. I recruited 12 participants to reflect the variety of teachers who currently use the Center's site. The participants were all in-service public and private school K-12 Social Studies teachers who do not currently use the Center's website. All are currently teaching in the classroom full time. A majority of the teachers (66.7%) have been teaching for over 10 years and the remainder (33.3%) have been teaching for three to five years. Due to varied lengths of service they have varied pedagogical skills and content area expertise. All of the participants have experience with website navigation on desktops/laptops and mobile devices. With regard to professional development (PD), a majority of the teachers (66.6%) found out about PD opportunities through school

announcements or email solicitations. Of those teachers who applied for PD opportunities, 55.6% used email to apply and 44.4% applied via a website. All of the participants are English language speakers. They are interested in preparing students to participate in our democratic society as responsible citizens. They are also interested in keeping abreast of civics-related topics that affect our society both locally and at large. With the current state of pay for teachers in Hawai‘i, they are also interested in pursuing opportunities to increase their salaries and promotion.

If you have participated in at least one professional development workshop, how did you find out about it?

9 responses

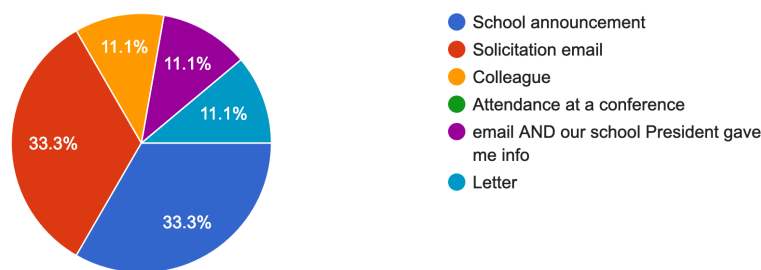


Figure 2. A majority of teachers find opportunities for PD through school announcements or email solicitation.

After IRB approval, I used three methods to recruit participants: a recruitment email sent to UH Mānoa professors in the College of Education, a flyer circulated at the College of Education, and an email to current in-service teachers who have at some point come into contact with one of the Center’s programs, requesting that they forward contact information to me for work colleagues who could benefit from use of the Center’s resources. Each form of recruitment described the opportunity to spend forty-five minutes helping the Center test its redesigned website. Selected participants received a Google Forms survey via email that covered demographic information (Appendix A). It was completed before their scheduled face-to-face protocol test.

There were three iterations of usability testing conducted with three Social Studies educators who are in-service teachers. Pre-service educators at the University of Hawai‘i at Mānoa were recruited via a flyer (Appendix B) and emailed requests for recruits to professors six weeks before the study. Unfortunately, there were no pre-service respondents to the flyer. The in-service teachers were a mix of those with one to five years of experience and those with five-plus years of experience. All participants were at least 18 years of age and able to read and communicate in English. In-service educators were recruited from public and private schools in Hawai‘i that have had contact with the Center through one of its various programs via phone calls that follow a script (Appendix C).

Evaluation Instruments. During the face-to-face usability sessions a screen casting application was used to record mouse movements and vocalizations. Users were asked to complete preliminary questions (Appendix A) in advance of the face-to-face session and participants were given the opportunity to answer post-survey questions via Google Forms (Appendix D) immediately after the task scenarios (Appendix E) were completed in the face-to-face session.

Project Design. After initial wireframing created with Adobe XD, the redesigned website was created using Wix.com. It was not yet visible to the general public. The website redesign for the usability study used insights gained from research. Of particular interest to me was the DEEP method of Yang, Linder, and Bolchini (2012). Using the five dimensions of content, structure and information architecture, navigation, layout consistency, and visual guidance helped me redesign for this usability study with the target audience in mind. The intent for content was to decrease the amount of text and add more graphics. For structure and information architecture, I wanted to reorganize all content into groupings that was more logical and intuitive. With regard to navigation, I wanted to create a menu structure that users could easily follow. For layout consistency I wanted to ensure a cohesive look and feel to all pages and for visual guidance I wanted to use labeling that attracted attention to the content.

From the first iteration of the redesign I noticed a marked improvement in usability compared to our current site that frequently required phone calls to the Center to ask for information available on the site but obstructed by a poor design: the Home Page layout and navigation were not intuitive (Appendix F) and the Visit Page and Education Page were too text heavy with very few graphics (Appendix G and H). After multiple critiques from critical friends, the new site was refined, and efforts to improve ease of use and visual appeal will continue. Google Forms was used to collect data on the users as they took the usability tests. The U.S Department of Health and Human Services Usability website was also consulted in the redesign of the site in order to better understand standards set by the federal government for usability.

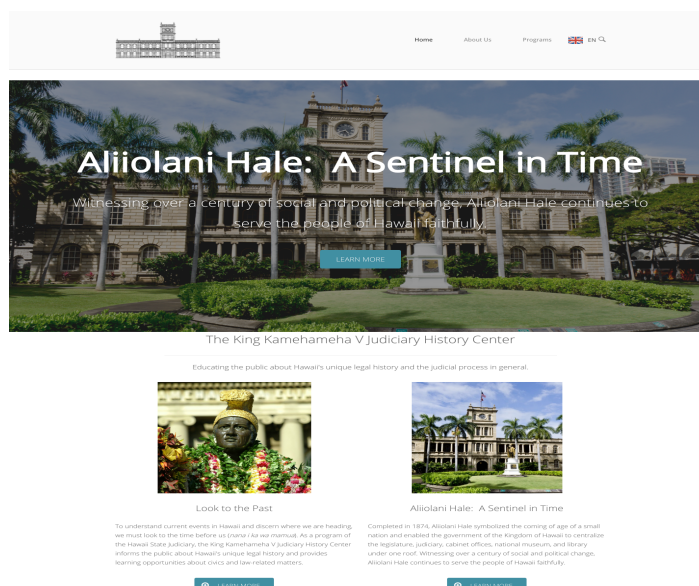


Figure 3. The Center's website homepage before revisions had minimal navigational cues.

<http://www.jhchawaii.net/>

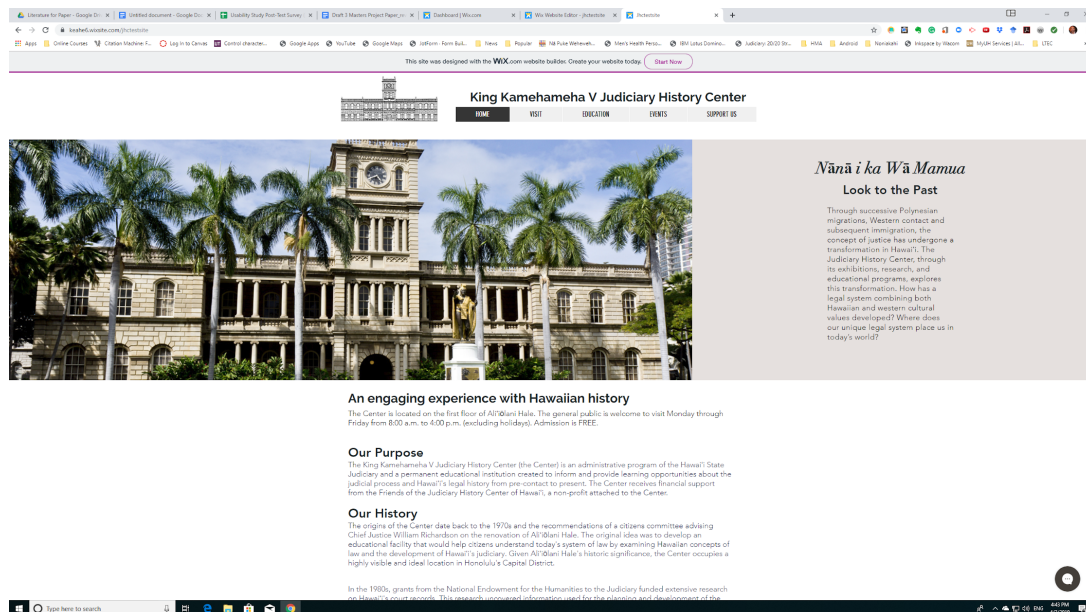


Figure 4. The redesigned website home page after critical friend review with a more intuitive menu.

<https://keae6.wixsite.com/jhctestsite>

Procedures. The prototype website was created on Wix.com as a shadow of the Center's website and was not viewable by the general public. As the Center's website is within my locus of control, I conducted the usability study. For the test protocol, participants were asked to use a laptop computer supplied by me with Screencastify enabled. Arrangements were made to visit in-service teachers at a place of their choosing outside of school time. No class time was used for this study.

The protocol session consisted of two parts: the completion of four tasks using the supplied laptop computer with Screencastify enabled and a post-survey (Appendix D). Participants were read an introduction and instructions from a script to ensure consistency in testing (Appendix I). The script and scenarios were reviewed in advance by critical friends to ensure they are clearly worded and easy to understand. Participants were informed of procedures, the intent of the study, and any potential risk to them through the usability study script. Participants were asked to give consent to participate (Appendix J).

The four tasks and scenarios were developed to address four objectives of the Center's website: Users can

1. easily book a field trip to the Center
2. find information to help them develop lesson plans
3. find information about professional development
4. find information about historic Aliʻiōlani Hale

The tasks were:

1. Book a field trip to the Center.
2. Find information for a lesson plan.
3. Apply to participate in a professional development workshop.
4. Find information about historic Ali‘ōlani Hale.

Before starting the test, participants were encouraged to think aloud while performing tasks. The participants were advised that due to the nature of the test, my role was to observe and record if and how they completed tasks. They were asked to complete the tasks as they naturally would without assistance from someone knowledgeable about the Center or its website. Participants were made aware that participation was voluntary and their responses would be private and would not reflect negatively on them but would provide useful information for improving the Center’s website. Participants were advised in advance of the study that they could quit at any time if they felt uncomfortable participating.

The post-survey (Appendix D) provided me with additional data regarding user reaction to the site design and Center’s resources. Participants were asked to rate the ease of use, site appearance, and whether or not they would recommend its use to others. The post-survey was administered immediately after the task scenarios are completed.

Results

The first step in analyzing qualitative data was to review each of the Screencastify recordings and compare the mouse actions and voiceover to notes taken by me during the actual testing. Initial notes taken were amended to reflect any comments made that I might have missed initially.

I evaluated the protocol sessions using the DEEP method (Yang, Linder, and Bolchini, 2012) - considering the five dimensions of perceived website usability: content, structure and information architecture, navigation, layout consistency, and visual guidance. Through the sessions, it was clear that the content of the website was of interest to the teachers. This led me to focus my revisions on the structure and information architecture, navigation, layout consistency, and visual guidance. I realized that I needed to make the content more accessible by incorporating more graphical cues into the structure of the site (Appendix K). I also needed to rethink the navigation menu, making it more intuitive (Appendix L). The simplicity of the original navigational menu was causing lots of confusion. Using Wix, I was able to maintain a level of consistency with regard to the layout and color schemes (Appendix M). I was also able to incorporate more infographic cues and reduce the wordiness of content.

Errors observed were classified as minor, major, or critical: minor errors are those which can be corrected by the user, major errors are those that cause notable delays in completing tasks, and critical errors are those that prevent the user from completing a

task. To assess user satisfaction, I noted any comments made during the task scenarios and use the post-survey results.

Errors:

- Critical – There were three critical that all involved a dead link or button and were discovered in the first two iterations of the redesigned site. These errors were immediately corrected.
- Major – There were two observed major errors, one regarding the placement of the calendar of available dates for tour bookings and the other regarding the placement of the information page for Ali‘iōlani Hale (second iteration). The calendar of available dates and times was placed above the form used to request a tour. The calendar displays booked tours but cannot be clicked on to request a tour. It took a moment for teachers to realize that the calendar was merely for reference. The Ali‘ōlani Hale information page is placed under the VISIT menu header but many teachers first assumed they would find information on Ali‘iōlani Hale under the EDUCATION because the scenario for the task said they were looking for information for a school visit.
- Minor – The minor errors with navigating the site resulted from a few teachers thinking of optional ways to complete assigned tasks.

Satisfaction: Eight out of the nine participants found the redesigned website to be appealing or very appealing and the same number would recommend the site to colleagues. The most frequent critique of the website was that it was too wordy in places, so further work will be needed to increase graphics/video content. A couple of the teachers also requested the inclusion of downloadable pdfs of content on Martial Law and Ali‘iōlani Hale. I also received requests from three teachers for more student-friendly content in a separate section of the Education menu.

On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience booking a field trip to the Center?

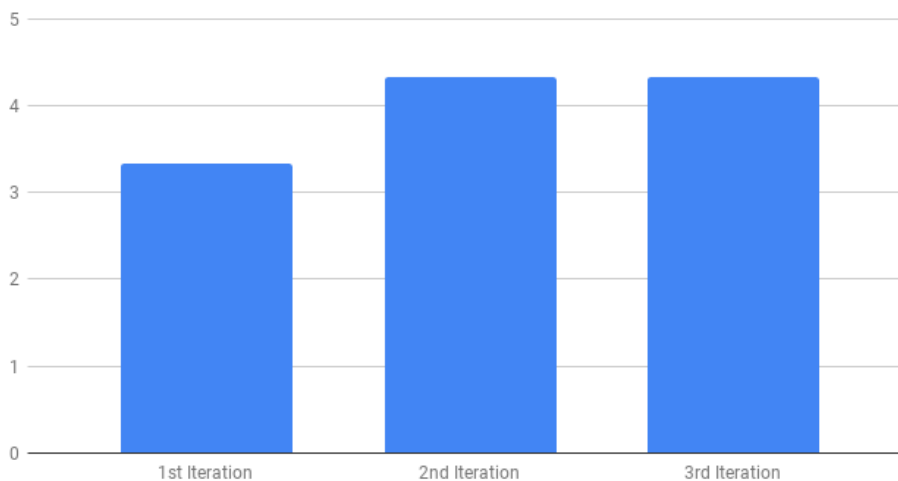


Figure 5. By moving the tour booking page to a submenu of the visit section, a majority of teachers were able to access the tour booking function without issues.

On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience finding information to help you develop a lesson plan?

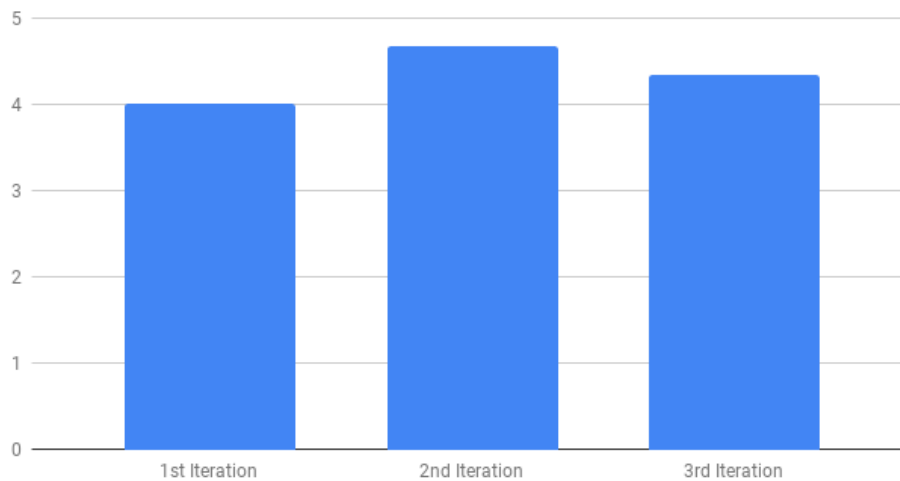


Figure 6. From the first iteration to the third, teachers found the content for lesson plans helpful but some expressed a desire for complete lesson plans in comments on the Post-test Survey.

On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience finding information regarding professional development?

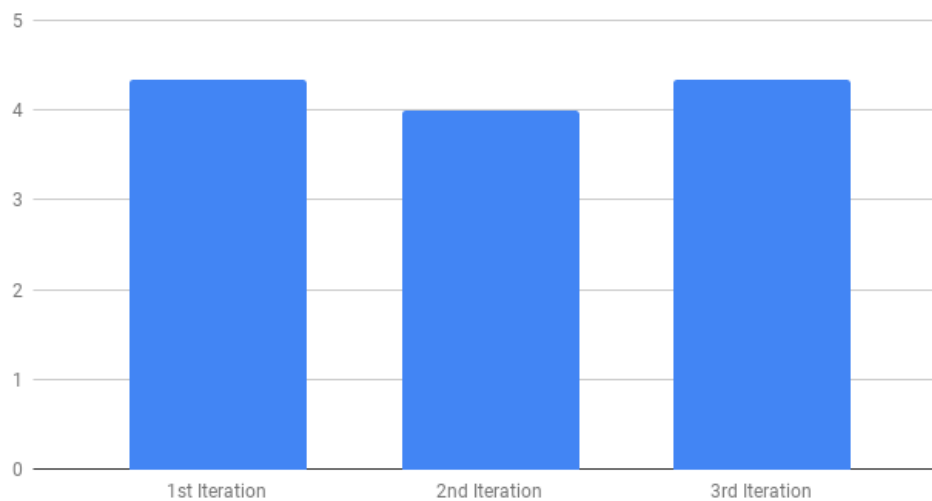


Figure 7. From the first iteration to the third, teachers were able to find information on professional development but pre-survey results show that teachers don't normally use websites for this purpose.

On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience finding information on historic Ali‘iōlani Hale?

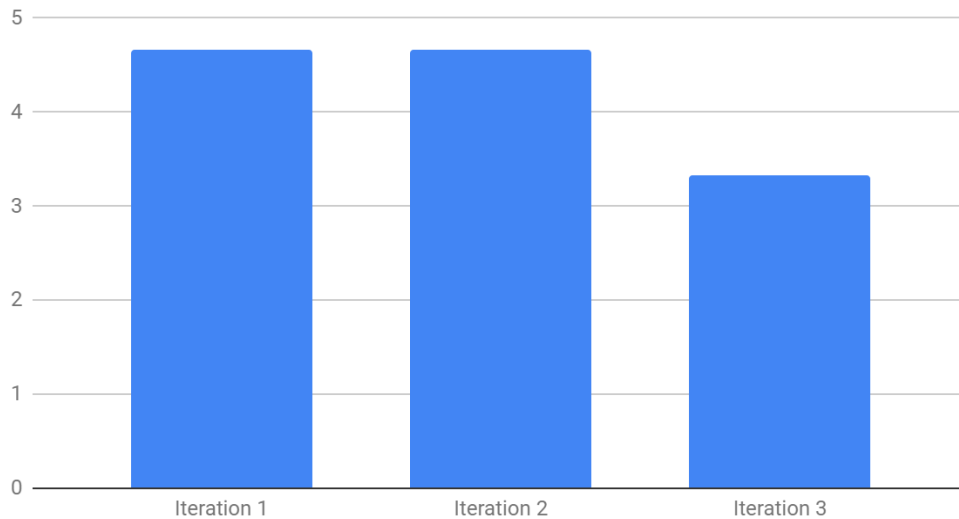


Figure 8. From the first iteration to the third, moving the Ali‘iōlani Hale page from the Home menu header to the Visit header, a minor navigational change, had a negative impact on usability.

After participating in this study, would you recommend this website to colleagues?

9 responses

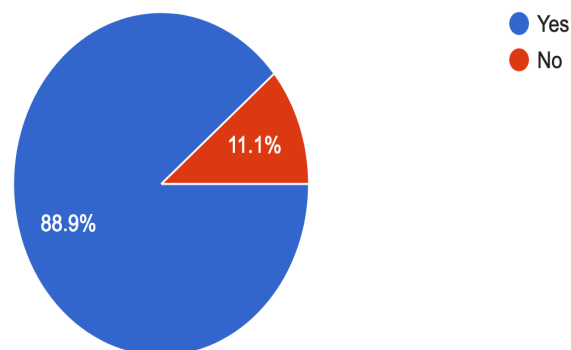


Figure 9. Eight out of nine teachers would recommend the site to colleagues.

Discussion

To draw conclusions from this usability study I will use the five dimensions of DEEP to discuss the process and outcomes from redesigning the Center’s website.

Content. According to Yang, Linder, and Bolchini (2012), content refers to the set of ideas, values, messages, and information that the site communicates to its target audience. The word content in this context refers to multimedia and includes text, pictures, and videos that are aimed at conveying key information (Yang, Linder, and Bolchini, 2012). For the Center, our site has multiple target audiences, but the purpose of this study focused on one – K-12 Social Studies teachers. The content on our original site for this group was too text heavy with minimal images and videos. As I worked on the redesign, I diminished the reliance on text and added more graphics. Through the three iterations of the usability study it became evident that even more work is needed to incorporate multimedia. Because the Center's physical space within Ali'ōlani Hale is considered a museum, it's necessary to view the website as an extension of the museum space. As with signage for exhibits within the museum, I have to keep wording to a minimum and allow graphics, either images or videos, to tell the story. Doing this not only appeals to teachers, but also other audiences, particularly students visiting the site.

Structure and Information Architecture. According to Yang, Linder, and Bolchini (2012), structure and information architecture refers to the way in which a website's content is organized. With the Center's original site, information was not grouped intuitively, forcing users to hunt for desired information. Through the redesign of the site and the usability study iterations, I was able to refine the organization of the content to be more logical and reflect the manner in which users, in this case K-12 teachers, were looking for information.

Navigation. Within DEEP, navigation refers to the aspect of design concerned with providing users appropriate paths and mechanisms to effectively use and move within the information architecture of the site (Baierova, Tate, & Hope, 2003; Bolchini & Garzotto, 2008; Bolchini & Paolini, 2004). Throughout the design and usability testing of the new site I was reminded of the importance of the word "effectively" in the previous sentence. As I see it, effectively in this sense means navigating the site with minimal clicks and guessing. The menu has to be intuitive for a majority of users.

Layout Consistency. Within DEEP, layout consistency is concerned with the graphic design of the site, including readability of texts, organization of the elements on each web page, and consistency of webpage layout (Yang, Linder, and Bolchini, 2012). Using provided templates on sites such as Wix is one way to create consistency. The challenge for me was adapting a fixed template to fit the needs of the Center. I think I was able to accomplish needed changes to the template I selected to use for the study, but I repeatedly reminded during the design of the study site as to why I should continue to use WordPress for the site available to the public. Using WordPress will allow me to have granular control of the elements on the page.

Visual Guidance. Yang, Linder, and Bolchini (2012) in their work also refer to visual guidance as labeling. It is concerned with design decisions made regarding the nature of the interface signs to use to convey the presence and characteristics of the content, information architecture, and navigation mechanisms. Visual guidance is affected by the selected template within Wix. For this study the labeling was adequate, but from

observations of participants and reviewing the Screencastify recordings, I saw many opportunities to fine tune visual guidance using WordPress instead. I think that the template selected for this study offered some convenience in the design process, but again, granular control offered by using WordPress will allow me to make the visual guidance more effective.

The audience's reaction to this usability study was enlightening. They were all forthcoming with their critiques and interested in helping to improve the Center's website navigation and content for teachers. I realize our efforts to aid teachers must be matched by efforts to attract K-12 students to the site and our resources and resource partners. We live in a time when access to quality civics content and experiences are critical to the welfare of our democracy. The next phase of development on the site will focus on K-12 student engagement.

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APPENDICES

Appendix A: Pre-Survey

Appendix B: Recruitment Flyer

Appendix C: Recruitment Phone Script

Appendix D: Post-Survey

Appendix E: Usability Protocol Script

Appendix F: Task Scenarios

Appendix G: Consent Form

Appendix H: Original Home Page

Appendix I: Original Visit Page

Appendix J: Original Education Page

Appendix K: Screenshot of redesigned Home Page

Appendix L: Screenshot of redesigned Visit Page

Appendix M: Screenshot of redesigned Education Page

Appendix N: CITI HSR Non-Exempt Social & Behavioral Sciences Researches & Key
Personnel Certificate

Appendix O: CITI IPS Exempt Researchers and Key Personnel Certificate

Appendix P: CITI IPS Non-Exempt Social and Behavioral Sciences Researchers and
Key Personnel Certificate

Appendix Q: CITI Social and Behavioral RCR Certificate

Appendix A – Pre-Survey

12/5/2018

Usability Study Pre-Test Survey

Usability Study Pre-Test Survey

Thank you for agreeing to participate in this study of a website. Please keep in mind that the site is being tested, not you. You can't do anything wrong here. You can withdraw from the study at anytime.

* Required

1. Email address *

Usability Study Preliminary Questions**2. Are you a pre-service or in-service educator? ***

Mark only one oval.

☐ Yes

☐ No

3. If you are in-service, how long have you been teaching Social Studies? *

Mark only one oval.

☐ 1-2 years

☐ 3-5 years

☐ 5-10 years

☐ More than 10 years

4. As an educator, have you ever planned a Social Studies-related field trip in Hawai'i? *

Mark only one oval.

☐ Yes

☐ No

5. As an educator, do you know where to find information on Social Studies-related field trips in Hawai'i? *

Mark only one oval.

☐ Yes

☐ No

Appendix B – Recruitment Flyer

The University of Hawai`i is conducting a study:

Educators & The Judiciary History Center Website

Are you a pre-service or in-service Social Studies educator?

If the answer is **YES...**

Keahe Davis would like to invite you to participate in a research study.

The purpose of this study is to evaluate the usability of the Center's redesigned website. The study will take approximately 45 minutes of your time.

- The study visit will take place at Wist Hall.
- Study volunteers will receive a Starbucks or Jamba Juice gift card for their time.
- A participation will help make the Center's website more user-friendly.

**To learn more about the study,
please email Keahe Davis, davisr@hawaii.edu**

Appendix C – Phone Call Script

Recruitment Phone Script

Aloha,

This is Keahe Davis calling from the Judiciary History Center. I'm calling to see if you are able to participate in a usability study. The purpose of the study is to evaluate the usability of the Center's redesigned website. The study will take approximately 45 minutes of your time and can be conducted at a time and place convenient to you outside of work hours sometime during the week of January 7-14, 2019. You will receive a Starbucks or Jamba Juice gift card for your time. Any personal identifiable information collected will not be published and you can quit the study at any time.

The study is being conducted as part of graduate project I'm conducting at the University of Hawai'i at Mānoa in the College of Education.

Your participation would be greatly appreciated.

Appendix D – Usability Study Post-Test Survey

Usability Study Post-Test Survey

Thank you for agreeing to participate in this study of a website. Please keep in mind that the site is being tested, not you. You can't do anything wrong here. You can withdraw from this study at anytime.

* Required

Usability Study Follow-Up Questions

1. On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience booking a field trip to the Center? *

Mark only one oval.

	1	2	3	4	5	
Very difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely easy

2. On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience finding information to help you develop a lesson plan? *

Mark only one oval.

	1	2	3	4	5	
Very difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely easy

3. On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience finding information regarding professional development? *

Mark only one oval.

	1	2	3	4	5	
Very difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely easy

4. On a scale from 1 to 5 with 1 representing very difficult and 5 representing extremely easy, how would you rate your experience finding information on historic Ali'iōlani Hale? *

Mark only one oval.

	1	2	3	4	5	
Very difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely easy

5. After participating in this study, would you recommend this website to colleagues? *

Mark only one oval.

<input type="radio"/>	Yes
<input type="radio"/>	No

Appendix E – Scenarios and Tasks

Scenarios and Tasks**Scenario 1:**

You are fifth grade Social Studies teacher and your class is learning about colonial America. You are interested in booking a field trip to the Center for your class.

Task 1: Book a field trip to the Center focused on Bacon's Rebellion in Virginia.

Scenario 2:

You are a 9th grade Social Studies teacher who wants to teach your students about the imposition of martial law in Hawai'i during World War II.

Task 2:

Find resources on the Center's site that will help you develop a lesson plan on martial law.

Scenario 3:

You have been teaching in the classroom for just over a year and you want to improve your content knowledge and hone your pedagogical skills.

Task 3:

Apply to participate in a professional development workshop being offered by the Center.

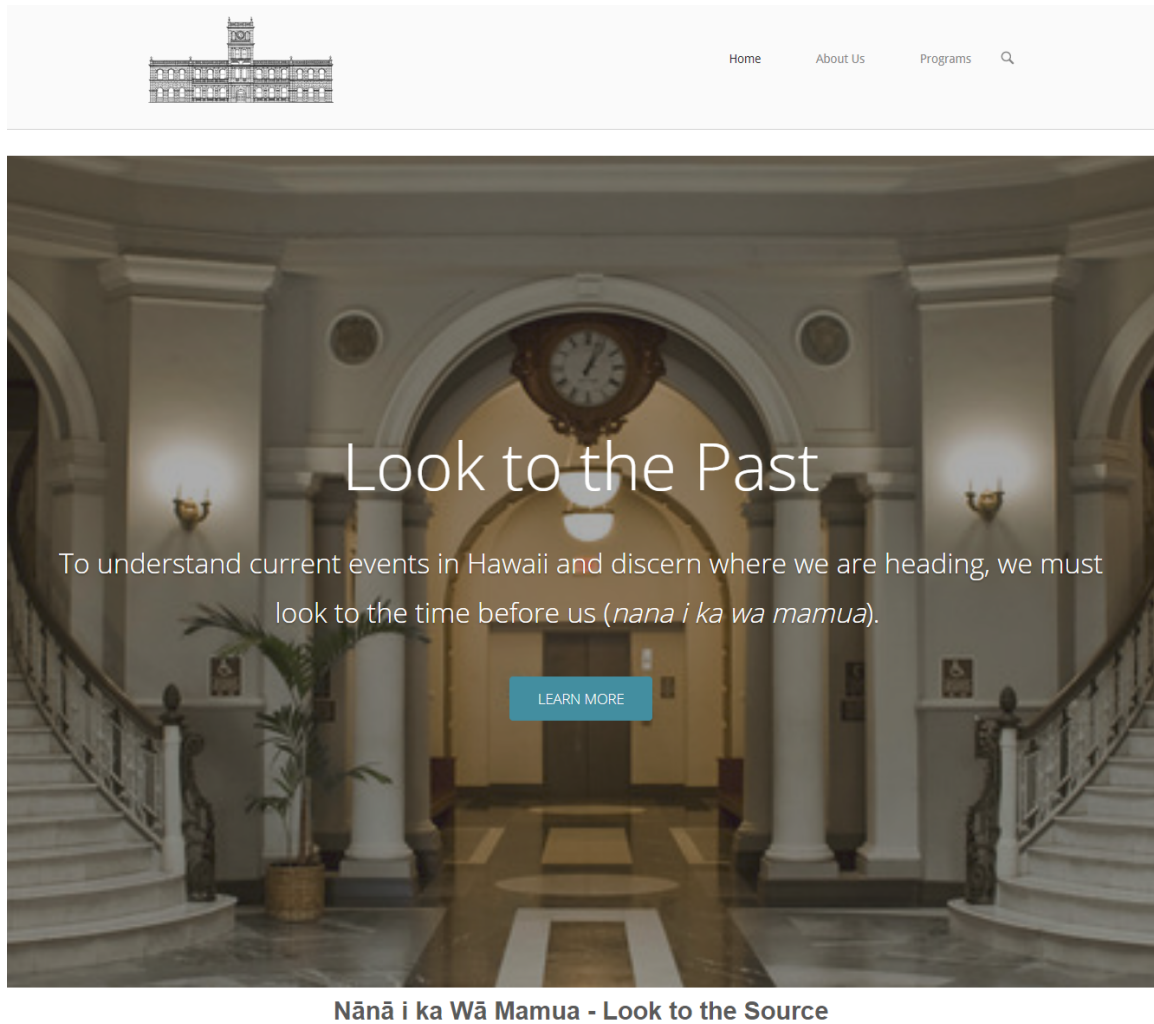
Scenario 4:


You are planning a trip for your 4th grade class to the Capitol district in downtown Honolulu and you want your students to know a bit more about the sites they will visit.


Task 4:

Find information on Ali'iolani Hale that you can share with your students.

Appendix F – Original Home Page





Home About Us Programs 

Tours

Group Tours

The Center exhibits are thought-provoking for people of all ages. Our group tours are designed to be age appropriate and particularly helpful in meeting Hawai'i Department of Education benchmark standards for students in grades 2-12. The tours cover such topics as the Kapu System, Foundations of Democracy, Land and Power in Hawai'i, the Overthrow of the Kingdom, and Martial Law, just to name a few. Most of our tours allow for student participation in mock trials.

How much time is needed?

The length of time needed for our tours depends on the grade level and curriculum, but generally speaking tours for students in grades 2-3 are forty-five minutes in length and tours for grades 4-12 are approximately one hour and fifteen minutes. Tours for college level students and other adult organizations can be customized to any length desired.


Cover all three branches of government.

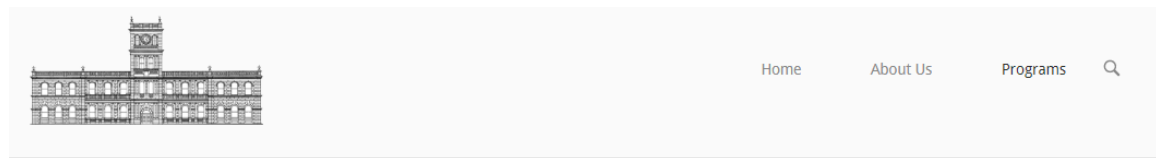
If you combine a tour of the Center with a visit to the State Capitol, students will be able to visit all three branches of the state government in one morning or afternoon. Students can receive a wealth of information to draw on in class. Both tours are free and we work with the staff at the Capitol to make sure the day runs smoothly.

Combine with other tours in the Capitol District.

'Iolani Palace, the Hawai'i State Library, the Hawai'i State Art Museum, and Mission Houses Museum are all within a short walking distance of our building.

All tours are FREE!

 SCHEDULE A TOUR



Teacher Resources

Education

The Center offers schools, colleges, and the general public law-related educational activities and resources. Law-Related Education (LRE) has evolved from the assumption that individuals who understand the reasons for laws and the institutions that support them are more likely to act responsibly in society. Students exposed to LRE have a better understanding of consequences about the violating laws and may also be more capable of resolving disputes independent of the court system. The Center is one of the few providers of LRE programs and materials in the state.

For Teachers

The Judiciary History Center has prepared lessons for use in the classroom and our Restored 1913 Courtroom. The Lessons include historically based activities designed to enhance the students understanding of civics and law and to aid in meeting HCPS III standards. If you choose to use any of these trials on your visit to the Center, we recommend that you assign roles beforehand and have the students read through their parts prior to your visit.

Oni v. Meek

In the second half of the 19th century, major decisions of the courts shaped and responded to the rapid changes in society. **Oni v. Meek** is one example of how the new laws created by the Kingdom's Legislature supported private property ownership over the old system of shared land use rights.

The Judiciary History Center has prepared these scripts and teacher's guide for use in the classroom and our Restored 1913 courtroom during class visits:

[Teacher's Guide](#)

[Meek Lease](#)

[Oni v. Meek script for grades 4 - 6](#)

[Oni v. Meek script for grades 7 - 9](#)

[Oni v. Meek script for grades 10 - 12](#)

Bacon's Rebellion

The Judiciary History Center developed this lesson to aid teachers in meeting Social Studies standards for grade 5. Bacon's Rebellion in the Virginia Colony in 1676 is one the most intriguing events in colonial America.

[The Trial of Nathaniel Bacon](#)

Usability Script

Hi, _____. My name is Keahe, and I'm going to walk you through this session today.

Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything.

You probably already have a good idea of why I asked you here but let me go over it again briefly. I'm asking educators to try using a website that I'm working on, so I can see whether it works as intended. The session should take about forty-five minutes.

The first thing I want to make clear is that I'm testing the site, not you. You can't do anything wrong here. In fact, this is may be the one place today where you don't have to worry about making mistakes. Keep in mind that you can quit at anytime.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. It will really help me better understand how people are using the site.

Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the design of the site, so I need to hear your honest reactions.

If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I'm interested in how educators do when they don't have someone sitting next to them to help. But if you still have any questions when we're done, I'll try to answer them then. If you need to take a break at any time, just let me know.

With your permission, using the computer's screen capture capabilities, I'm going to record what happens on the screen and our conversation. The recording will only be used to help me figure out how to improve the site, and it won't be seen by anyone except me and a few others who may help me with this project. I won't be recording your face, just your voice and the screen.

By clicking the "I agree" link in the email that you received from me earlier that allowed you to fill out the Pre-test Survey, you acknowledge that you will be recorded and that the recording will only be seen by the people working on this project. Again, please understand that you can quit this study at any time.

[Start the screen recorder.]

Do you have any questions so far?

[Click on the bookmark for the site's Home page]

First, I want you to look at this page and tell me what you make of it: what strikes you about it, whose site do you think it is, what can you do here, and what's it's purpose. Just look around and do a little narrative.

You can scroll if you want to, but don't click on anything just yet.

[Allow to view for 3-4 minutes]

Appendix I – Protocol Usability Script – Page2

[Allow to view for 3-4 minutes]

Thanks, Now I'm going to ask you to try doing some specific tasks. I'm going to give you a copy of the tasks but I'm going to read each one out loud and ask you to perform it.

I also ask that you do these tasks without using the Search function on the site. I'll learn a lot more about how well the site works that way.

Again, as much as possible, it will help be immensely if you can try to think out loud as you go along.

[Hand the participant the scenarios and read each one out loud until each is completed]

Scenario 1:

You are fifth grade Social Studies teacher and your class is learning about colonial America. You are interested in booking a field trip to the Center for your class.

Task 1:

Book a field trip to the Center focused on Bacon's Rebellion in Virginia.

Scenario 2:

You are a 9th grade Social Studies teacher who wants to teach your students about the imposition of martial law in Hawai'i during World War II.

Task 2:

Find resources on the Center's site that will help you develop a lesson plan on martial law.

Scenario 3:

You have been teaching in the classroom for just over a year and you want to improve your content knowledge and hone your pedagogical skills.

Task 3:

Apply to participate in a professional development workshop being offered by the Center.

Scenario 4:

You are planning a trip for your 4th grade class to the Capitol district in downtown Honolulu and you want your students to know a bit more about the sites they will visit.

Task 4:

Find information on Ali'iolani Hale that you can share with your students.

Thanks, that was very helpful.

[Stop the screen recorder and click on the tab for the post-test survey]

Appendix J – Consent Form (Page 1)

University of Hawai'i
Consent to Participate in a Research Project
 Keahe Davis, Principal Investigator

Project title: Educators & The Judiciary History Center Website: A Usability Study

Aloha! My name is Keahe Davis and you are invited to take part in a research study. I am a graduate student at the University of Hawai'i at Mānoa in the College of Education. As part of the requirements for earning my graduate degree, I am doing a research project.

What am I being asked to do?

If you participate in this project, I will meet with you for an interview at a location and time convenient for you.

Taking part in this study is your choice.

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

Why is this study being done?

The purpose of my project is to evaluate the usability of the redesign of the King Kamehameha V Judiciary History Center's website. I am asking you to participate because one of the target audiences for the website are K-12 school teachers in Hawai'i.

What will happen if I decide to take part in this study?

The interview will consist of four scenarios for which you will need to perform tasks using a website. It will take 45 minutes to an hour. The interview scenarios will include tasks like, "You want to find information on tours offered by the Center. Using the website, how would you do this?"

Only you and I will be present during the interview. With your permission, I will audio-record the interview so that I can later transcribe the interview and analyze the responses. You will be one of about 15 people I will interview for this study. With your permission, I will also video-record your screen interactions using a web application so that I can analyze your movements during the interview. Please note that only your voice and the screen will be recorded, not your face.

What are the risks and benefits of taking part in this study?

I believe there is little risk to you for participating in this research project. If you become stressed or uncomfortable performing any of the tasks, you can take a break. You can also stop the interview, or you can withdraw from the project altogether.

There will be no direct benefit to you for participating in this interview. The results of this project may help improve usability of the Judiciary History Center's website for teachers interacting with it.

Privacy and Confidentiality:

I will keep all study encrypted on a password protected computer. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

After I write a copy of the interviews, I will erase or destroy the audio/video-recordings. When I report the results of my research project, I will not use your name. I will not use any other

Appendix J – Consent Form (Page 2)



University of Hawai'i
Consent to Participate in a Research Project

Keahe Davis, Principal Investigator

Project title: Educators & The Judiciary History Center Website: A Usability Study

personal identifying information that can identify you. I will use pseudonyms (fake names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Compensation:

You will receive a \$5 gift certificate to either Starbucks or Jamba Juice for your time and effort in participating in this research project.

Future Research Studies:

Even after removing identifiers, the data from this study will not be used or distributed for future research studies.

Questions:

If you have any questions about this study, please call or email me at (808) 209-5567 davisr@hawaii.edu. You may also contact my advisor, Dr. Catherine Fulford, at (808) 956-3906 fulford@hawaii.edu. You may contact the UH Human Studies Program at (808) 956-5007 or uhirb@hawaii.edu to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

Keep a copy of the informed consent for your records and reference.

Consent:

By clicking "I agree" below, I give permission to join the research project entitled, "*Educators and the Judiciary History Center Website: A Usability Study*."

I consent to be audio-recorded and video recorded for this study.

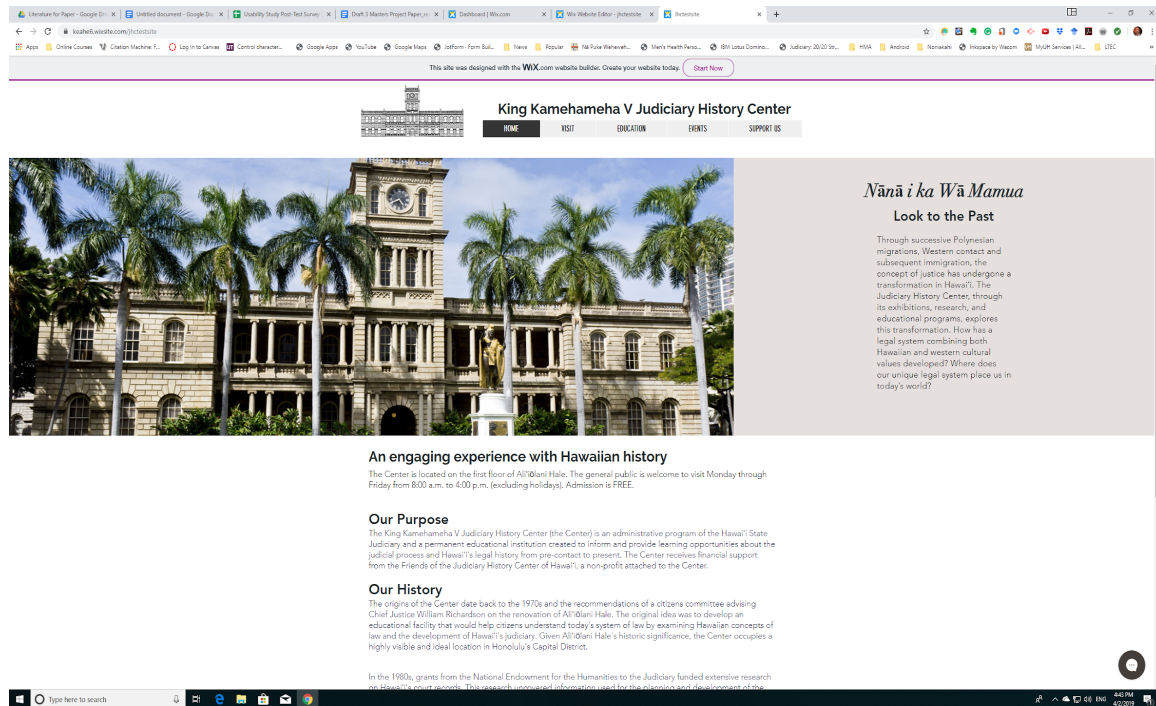
Name of Participant: _____

Date: _____

[I agree](#)


[illegible]

Appendix L – Home Page of Redesigned Website



Appendix M – Visit Page of the Redesigned Website


This site was designed with the **WIX**.com website builder. Create your website today. [Start Now](#)

 **King Kamehameha V Judiciary History Center**

[HOME](#) [VISIT](#) [EDUCATION](#) [EVENTS](#) [SUPPORT US](#)

A SENTINEL IN TIME

SCHOOL/GROUP TOURS




60 min.

Power and Authority/Rules and Laws

2nd and 3rd Grade Level

The Center has two tour activities to address the DOE's 3rd grade Social Studies Benchmarks. Authority and Power examines the legitimacy of power. Students learn to differentiate between power backed by might and power backed by right. In Rules and Laws, students compare the origins, purposes, and consequences of rules and laws. The two activities combine to create a powerful learning experience in the museum setting. Students gain a clear picture of legitimate authority and legislative intent.

[Book a Tour](#)




75 min.

Oni v. Meek

Grade Levels: 4-6, 7-8, 9-12

A mock-trial activity that reenacts a landmark court case from the Monarchy Period. Students argue this historic case in the Center's restored 1913 courtroom, while learning about a courtroom's layout and the roles of courtroom personnel. A jury of students renders a verdict, and the activity concludes with a discussion about the case's actual verdict.

[Book a Tour](#)




75 min.

Bacon's Rebellion

Grade Level: 5

A mock-trial activity created to meet Hawai'i's Social Studies Benchmarks for fifth grade students visiting the History Center. Focusing on the conflicts that arose between the Native Americans and the Colonists, the curriculum also examines conflict amongst the Colonists, themselves, and the Crown.

[Book a Tour](#)



75 min.

Hawaii Judicial System & Separation of Powers

Grade Levels: 4-6, 7-8, 9-12

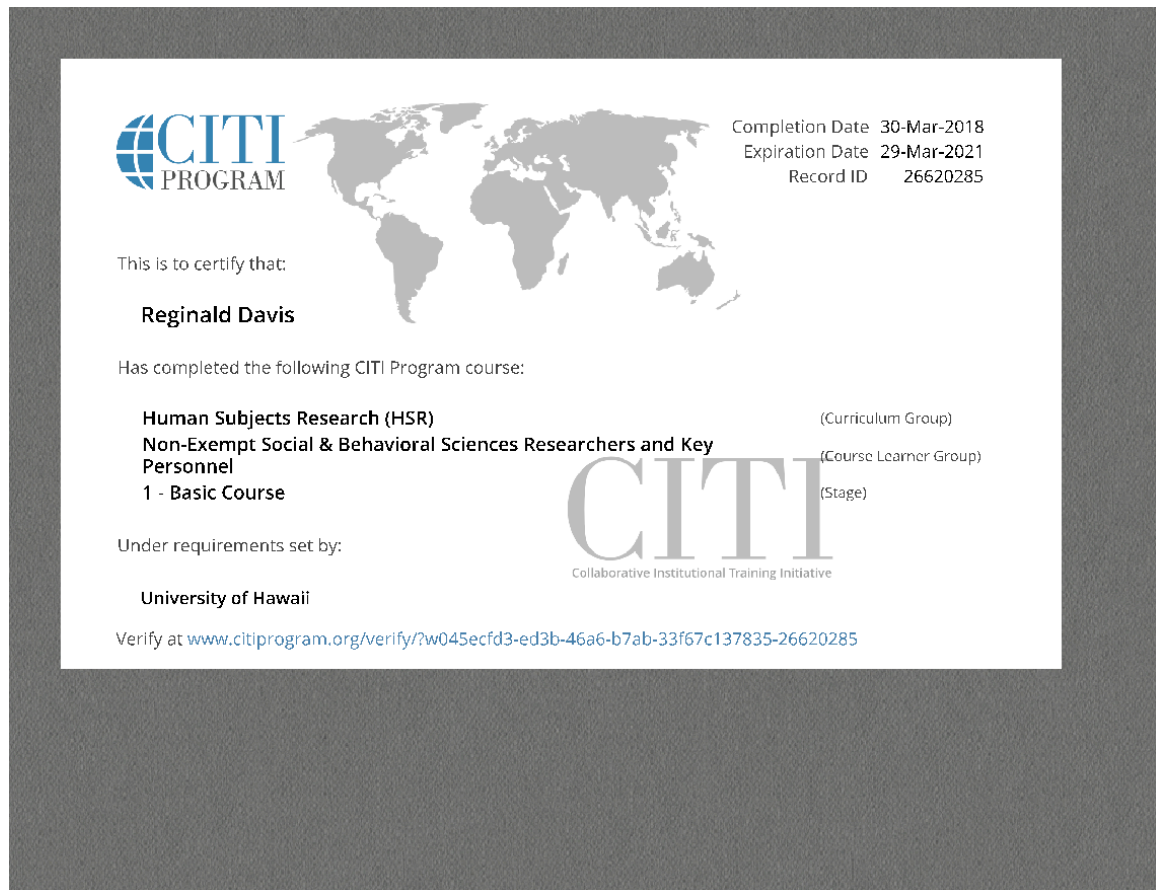
Which courts have jurisdiction over which cases? How many jurors must agree to determine the verdict in a civil trial? Students learn the answers and more during this presentation about the State Courts in Hawai'i. After a brief look at the three branches of government and their responsibilities, we take a closer look at the State's Judicial Branch.

[Book a Tour](#)

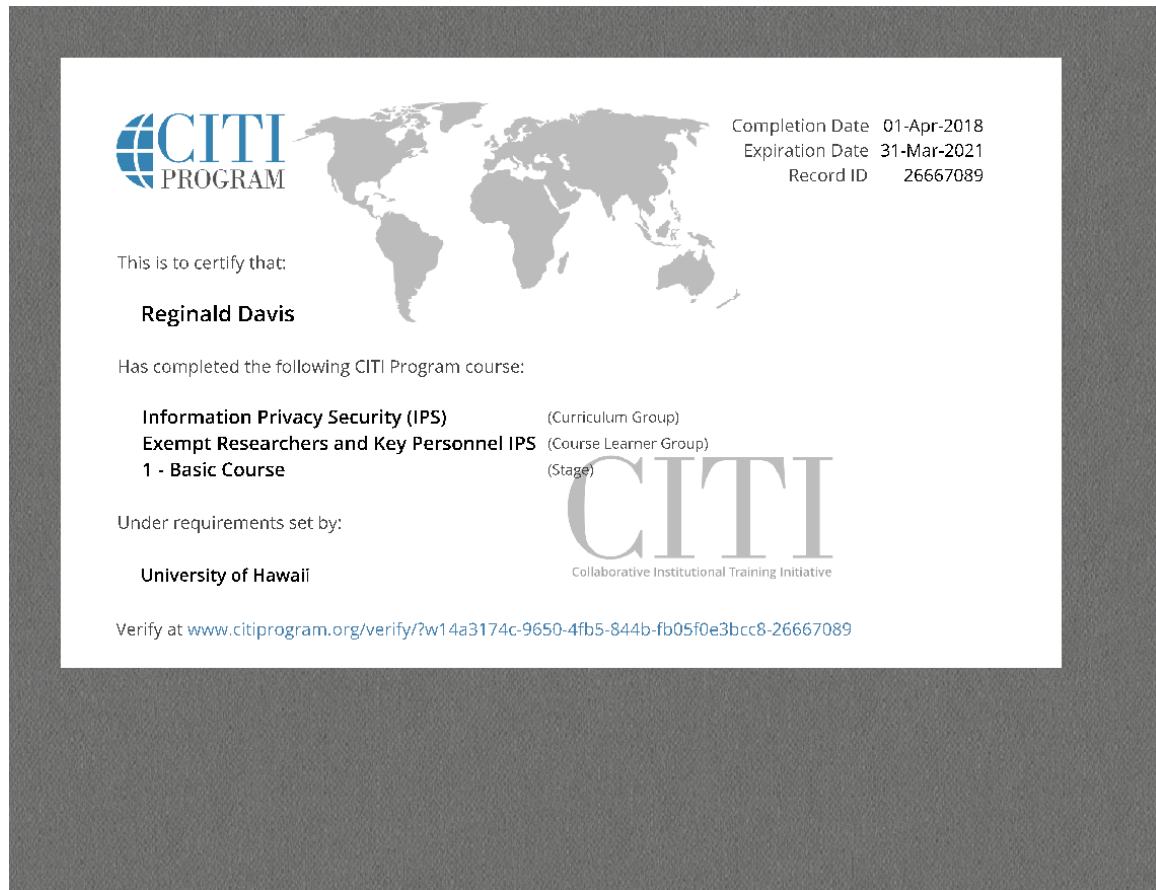
King Kamehameha V Judiciary History Center
417 South King Street
Honolulu, HI 96813

© 2023 by King Kamehameha V Judiciary History Center.

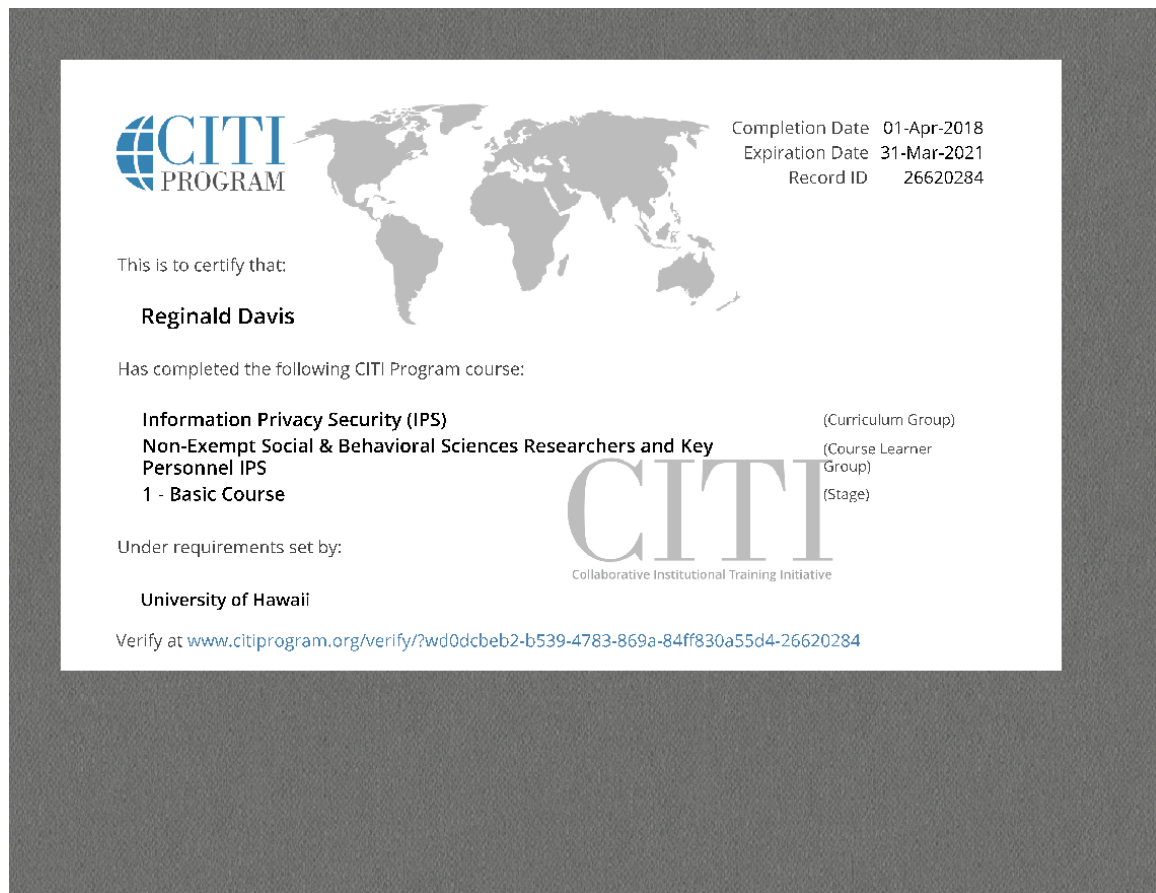
Appendix N – CITI HSR Non-Exempt Social & Behavioral Sciences Researches & Key Personnel Certificate



Appendix O – CITI IPS Exempt Researchers and Key Personnel Certificate



Appendix P – CITI IPS Non-Exempt Social and Behavioral Sciences Researchers and Key Personnel Certificate



Appendix Q – CITI Social and Behavioral RCR Certificate

